DOCUMENT RESUME

ED 114 465 CE 005 107

TITLE Home Economics Education Guide for Instruction Preparatory to Entering Food Service Occupations.

INSTITUTION Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

PUB DATE [70]

NOTE 46p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage

DESCRIPTORS Bibliographies; *Course Descriptions; Course Objectives; *Curriculum Guides; Educational Objectives; Evaluation Methods; Food Service; Food Service Industry; *Food Service Occupations; Foods Instruction; Grade 11; Grade 12; Job Skills; *Job Training; Learning Activities; *Occupational Home Economics; Secondary Education; Vocational Education

ABSTRACT

The teacher directed home economics education guide is planned to prepare high school students for entrance into food service occupations upon completion of high school. Course length includes two periods daily from one to three years, with on-the-job training recommended. It is recommended that students complete one or two years of a homemaking course before beginning occupational training, and that they be in grades 11 or 12. Class size should not exceed 12 to 15 students. Units include: (1) nature and scope of food services--the employment picture--essential elements; (2) desirable personal qualities for job success; (3) safe food handling--essential health practices, sanitation, and storage of foods; (4) care and use of equipment and safety requirements; (5) basic skills in management of work and in preparation and service of food; and (6) waitress training. Each unit includes a statement of objectives, and a brief outline of content, related activities, and experiences. Also included are sections on teaching the course, criteria for judging trainee competence, job placement information and opportunities, and grades for developing surveys to explore this area. A bibliography includes titles of 60 books, 4 pamphlets, 10 films, and 11 magazines. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

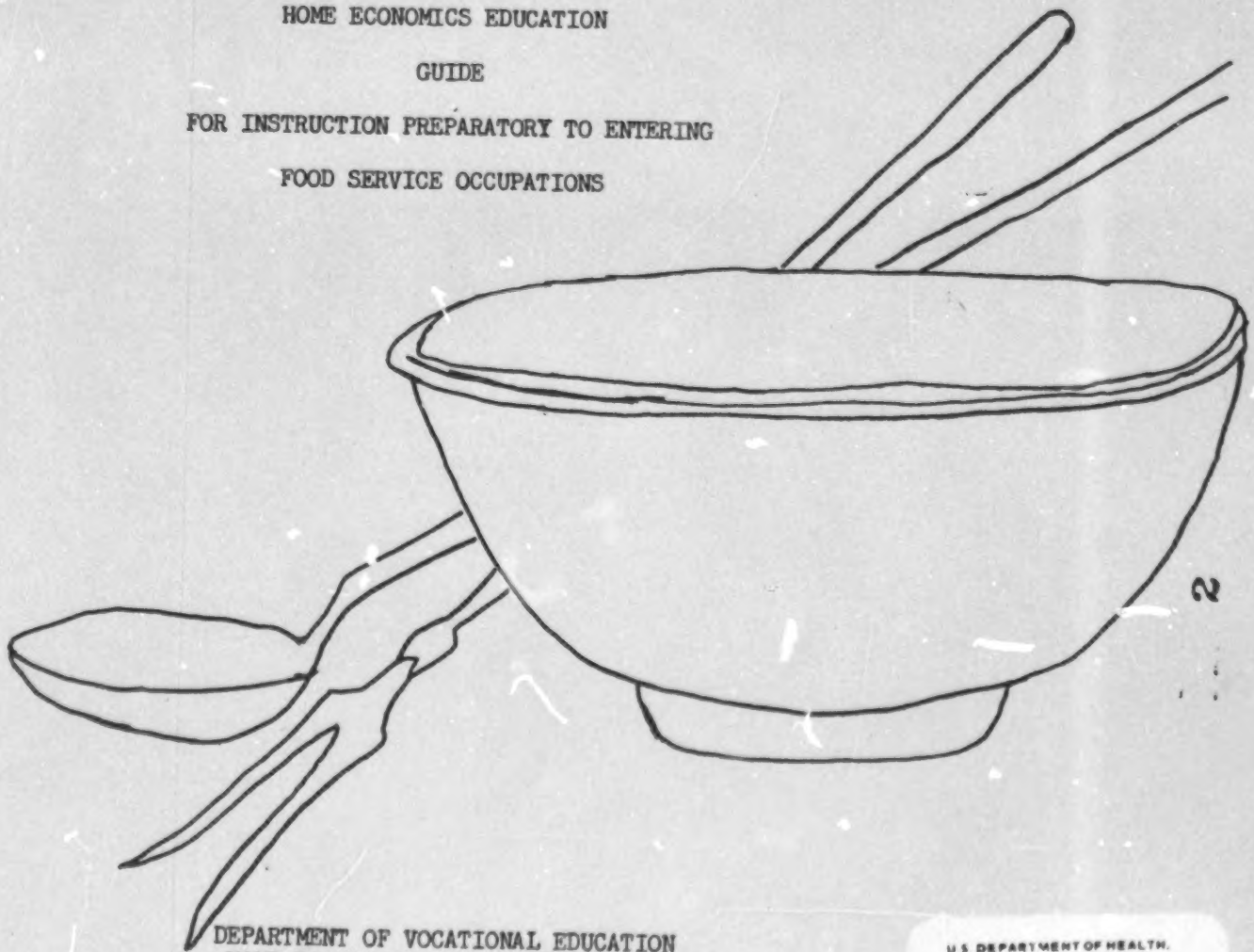
ED114465

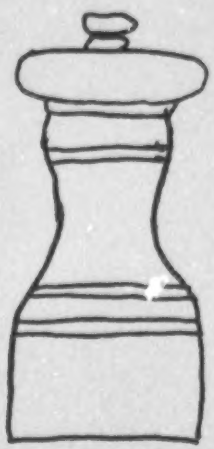
HOME ECONOMICS EDUCATION

GUIDE

FOR INSTRUCTION PREPARATORY TO ENTERING

FOOD SERVICE OCCUPATIONS





DEPARTMENT OF VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION SERVICE
STATE DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE005107

TABLE OF CONTENTS

	Page
Overview	1-2
Unit I - Nature and Scope of Food Service Work - The Employment Picture - Essential Elements	3-6
Unit II - Desirable Personal Qualities for Job Success	7
Unit III - Safe Food Handling - Essential Health Practices Sanitation and Storage of Food	8-11
Unit IV - Care and Use of Equipment and Safety Requirements	12-13
Unit V - Basic Skills in Management of Work and in Preparation and Service of Food	14-22
Work Simplification	14-15
Measurement of Food and Use of Recipes	16
Menu Planning	17
Preparation of Soups, Sauces and Gravies	17
Preparation of Sandwiches, including Fillings	18
Preparation of Quick and Yeast Breads	18-19
Preparation of Vegetables	19
Preparation of Protein Foods	19-20
Preparation of Salads and Salad Dressings.	20-21
Preparation of Beverages	21
Preparation of Dessert	21-22
Quality Food Service	22-23
Unit VI - Waitress Training	23

TABLE OF CONTENTS (con't.)

	Page
Teaching the Course	24-27
Criteria for Judging Trainee Readiness for Employment	28
Evaluating Achievement	28-29
Placement of Trainees Upon Completion of Course	29
Follow-Up	29-30
Securing Information on Employment Opportunities	30
Guides for Making a Survey	31
Survey Letter	32-33
Suggested Procedure for Follow-Up Letter	33
Follow-Up Questionnaire	34-35
Considering Job Placement, Evaluation and Follow-Up	36
Bibliography	37-42

HOME ECONOMICS EDUCATION

Food Service Occupations
Overview

This course is planned to prepare high school students for entering employment in food service occupations upon completing or leaving high school. Food service occupations include semi-skilled or entry jobs such as counter service worker, assistant cook, lunch-sanswich girl, caterer's helper and the like. The duration of the course should be of sufficient length to assure the development of proficiency on a given job and will require two periods daily for one, two, or three years. It is recommended that on-the-job training be provided in actual work situations during the course. Enrollment in homemaking classes for two years is desirable before beginning occupational training, but it is not a prerequisite.

SELECTION OF STUDENTS

The students (boys or girls) should be in Year 11 or 12 of the high school and should be interested in taking this course. Preferably, the trainee should have had one or two years of Homemaking and have demonstrated interest and aptitudes in food handling, preparation and service. Other selected students may be enrolled, depending upon age, need for ttaining and other factors. Personal interviews with prospective students would be helpful.

The trainee should be able to communicate reasonably well in reading, writing, and speaking. She or he should be in sound physical and mental health and be willing to submit to a physical examination and meet the health requirements of all food handlers.

Students should be eligible for employment on conclusion of the training course.

NUMBER STUDENTS TO BE ENROLLED

The number of students in a class should not exceed 12-15 persons in order to enable the teacher to give adequate individual supervision in the class and on the job.

OBJECTIVES OF THE COURSE:

To prepare trainees:

To understand the history of commercial foods and food service establishments;
To understand the nature of food service occupations;
To develop desirable personal qualities for success on the job, pleasing personal appearance, and maintain good health;
To assist the head cook in preparing and cooking food in large institutions, or serve as the head cook in small institutions or establishments, to serve as a worker in special food preparation centers;

To use the correct methods of preparing and cooking the principal types of foods served in institutions, cafeterias, and the like;
To acquire good management practices in work situations;
To plan the sequence and inter-relations of the work to be done each day - work scheduling;
To serve food in varying situations;
To follow sanitary procedures in all food handling; to know and practice safety precautions;
To discover ways of developing effective home management practices while being employed outside the home.

UNIT I - NATURE AND SCOPE OF FOOD SERVICE WORK - THE EMPLOYMENT PICTURE - ESSENTIAL ELEMENTS

Objectives:

To orient trainees to the nature of the work of a food service employee and to gain information concerning requirements for entering food occupations.
To become familiar with factors affecting employment in Food Service Occupations.

CONTENT	EXPERIENCES
Importance and purpose of the job of the food service worker	-Discuss the importance and purpose of the food service worker
Employment opportunities Hospitals and nursing homes Homes for the aged Children's homes and child day-care centers School lunch Restaurants and other food establishments Other	-Discuss employment opportunities in food service in the community -Make a list of food establishments in the community and become informed concerning types of workers employed. -Invite a representative from the local employment office to discuss job opportunities related to food work. Follow by question and answer period.
Job Classifications - food service worker	
Kinds of work and work situations	
Types of work involved in preparing and serving food The trained food supervisor assists the worker in making a work schedule, interpreting large quantity recipes, setting goals for acceptable food standards, selecting and using appropriate equipment, preparation and serving of food in acceptable ways, cleaning up, dishwashing, and storing of food and utensils.	-Study the types of work involved in preparing and serving meals in an effort to see what each includes. -Make a list of duties for each type of worker according to job classification. Discuss and describe their duties.
Typical work areas - receiving and storage, food preparation, serving and clean-up center, dishwashing	-Discuss the typical work areas for food preparation -Observe these work areas in food establishments -Through field trips, make comparisons of work areas in two or three food establishments.

Requirements for entering food service occupations

Health Requirements
- Physical examination by a licensed physician
- Essential hygienic and health practices
- Personal cleanliness and good grooming
- Consideration of others in regard to spread of communicable diesases
- Sanitary practices in handling foods
- The importance of regular check ups
- The importance of cleanliness in relation to good grooming

-Have county health nurse or sanitation officer discuss health regulations applicable to working in food occupations.
-Observe hygienic practices in several places of employment
-Use hygienic practices in laboratory work.
-Have doctor talk to group on good health habits.
-Observe demonstrations and practice hand washing, shampooing and hair setting, manicures, laundering and pressing uniform.

Analyzing the job
Work conditions

What are the duties one performs in the occupation?
What are the divisions or separate fields in the occupation?
What is the job in which one usually begins?
What are the steps through which one advances to a higher position?
What are the hours of work?
Is the work seasonal? If so, which are the busy months? Which are slack?
Are there any particularly unhealthful features about the work?
Are there any unethical features?
How many persons are engaged in the work?
Is the occupation overcrowded?
Is it likely to grow?
Is it unionized?
What is the best way to get a job in this field?

Requirements of the Occupation

How old must one be in order to enter the occupation?
Are there any special requirements as to height, weight, strength, and the like?
What personal traits are most often mentioned in connection with the occupation?
Are any particular skills used extensively?
Does it require more than average intelligence?
Is the activity involved chiefly mental or physical?

Is it predominantly social - that is, does it require one to deal largely with people? If so, with what groups of people?
How much general education is necessary?
What kind of special training is needed?
How long a time is required for special training?
How can special training be obtained? How much is obtained in education institutions? How much on the job?
What will be the cost of preparation to fulfill requirements?

Rewards Obtainable

On what basis is a worker paid in this occupation, for example, piecework, day, week or month?
How much can be earned by overtime work?
Is a bonus paid?
How much might one expect to earn after ten years of service in the occupation?
Are there provisions for sick benefits, profit sharing, pension, workmen's compensation?
How much vacation is given with pay?
What are the chief rewards of a non-financial nature?

Laws and regulations related to employment
- Employment of minors
- Unemployment compensation and workmen's compensation
- Social Security

-Invite a representative of the Virginia Employment Commission, the Virginia Department of Labor and Industry, Division of Women and Child Labor to discuss with the group, laws and regulations relating to the employment of worm and youth in food service occupations.

Fringe benefits
- Vacations
- Insurance
- Employee's organization
- Sick Leave

-Invite a representative of the Counseling Service of the Virginia Employment Commission, to discuss with the group, services available to individuals who wish to seek employment in food service occupations and possible "fringe benefits".

Factors affecting choice of job Job preference; job availability, requirements of job; distance to travel; cost of living in community; opportunities for advancement; conditions of work: uniform or dress for job	-Invite representative of institutions such as hospitals and schools to discuss with the group the points one should consider in choosing a job and how these may influence how one applies for a job.
Successful interviews Dress appropriately Voice clear, concise Well groomed Interested manner Poise Can speak reasonably well Own training and experience Pertinent questions concerning jobs	-Develop a check list for use in evaluating an interview -Model appropriate dress for an interview -Use the tape recorder to work on voice improvement -Role play several interview situations
Applying for a job	-Class discussion of following points, letters of application, methods of securing recommendations, use of telephone in applying for a job - Write sample letters of application for jobs in answer to "ads" appearing in newspaper -Role playing situations using the telephone in applying for a job -Role play an interview in applying for a job

Source: Workshop For the Preparation of Home Economics Teachers to Teach Wage Earning Programs in Food Service, the Worksnop was supported by a grant from the U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C.

UNIT II - DESIRABLE PERSONAL QUALITIES FOR JOB SUCCESS

Objectives:

To recognize and develop personal qualifications essential for success in food service occupations

CONTENT		EXPERIENCES
Personal qualities:	Honesty, dependability, reliability, promptness, courtesy, cooperative attitude toward co-workers and people to be served, ability and willingness to follow directions, pride in work, speed and accuracy.	-Obtain from employers a list of personal traits expected or desired in employees working in foods related occupations. Discuss the importance of each. -Dramatize situations which illustrate use of desirable personal qualities.
Personal health and attractiveness -good health, attractiveness -good eating habits, cleanliness, neatness, care of hair, skin, nails -physical ability to perform duties assigned		-Discuss ways to work on personal improvement -Discuss and set up standards for achieving and maintaining good personal health, guides for eating -Discuss the importance of and use of uniforms - types, buying, making, keeping attractive and clean
Good relationships		-Devise evaluation sheets to be used by individual trainee -Discuss the importance of good employee-employer relationships -Determine ways of devising and maintaining satisfactory employee-Employer relationships; "co-worker courtesies" and employees, customer
High standard of conduct		-Summarize practices important for the employee to remember

UNIT III - SAFE HANDLING, ESSENTIAL HEALTH PRACTICES - SANITATION AND STORAGE OF FOOD

Objectives

To gain the knowledge and skills needed to handle food safely
To develop essential personal health practices
To know and use essential practices in the safe handling of food
To develop an understanding of adequate facilities needed for proper storage of food
To acquire the ability to use and care for these facilities
To acquire the ability to store food properly

CONTENT	EXPERIENCE
Safe food handling State and local food service regulations State and local regulations Importance of physical examinations, testing and other ordinances for food service workers	-Hear a local health department sanitation officer talk to group on state and local food service regulations Discuss the check sheet for food service establishments. -Study information on state and local ordinances as related to safe handling of food and discuss -Become familiar with personal health requirements for food service workers. A representative from health department may serve as a resource person.
The Fundamentals of Safe Food Service -Clean Hands -Clean Service -Clean Food -Right Temperature -Healthy Workers	-Discuss and illustrate the fundamentals of safe food service
Maintaining hygienic conditions in food handling Essential institutional facilities, equipment and supplies For the care of food - refrigerators and storerooms For the use of employees - hand soap, hot water, toilet facilities	-Discuss and observe proper care and storage of food in refrigerators and storerooms -Discuss the importance of preparing and serving food in ways that will protect the health of the persons who consume the food

CONTENT	EXPERIENCES
Essential hygienic and health practices Personal cleanliness, good grooming Care of hair (wearing a hair net)	-Show related film or film strips -View hand washing demonstration and practice washing hands correctly -Show several suitable hair styles that are satisfactory for work. Discuss the necessity for proper protection of the hair and show ways of doing this.
Habits which avoid spreading colds and other communicable diseases.	-Review State Health Bulletins, State Department of Health, Richmond, pertaining to this subject.
Sanitary practices related to tasting food, dishwashing, food storage and care of work areas	-Show proper way to taste food -Demonstrate sanitary methods of dishwashing in sink. Observe machine dishwashing operation. -Observe proper ways of storing left-over food -Show proper ways of caring for work areas
Importance of and reasons for strict sanitary control in handling food	
Prevention of spoilage and contamination Temperatures for safe refrigeration Temperatures for safely keeping foods hot Techniques for handling food -Preparation -Serving	-Show related film or film strips from Health Department -List and discuss reasons for spoilage and contamination -Determine safe temperatures for keeping food hot and cold -Visit institutions to study controls on refrigerator, steam table, and the like -Demonstrate techniques for handling food safely
Food-borne diseases Types - ptomaine, botulism, others Methods of prevention	-List and discuss diseases that are food-borne -Study ways of transmitting food-borne diseases through improper storage, through improper handling, through improper holding, and through carriers
Sanitation and housekeeping practices Definition of terms commonly used in housekeeping Procedures - scrub, rinse, scald, dust Materials - detergents, soap, scouring materials, brooms, brushes	-Discuss terms commonly used in cleaning -Demonstrate ways and cleaning agents used -Observe practices in local food service establishments for maintaining sanitation

CONTENT	EXPERIENCES
Follow cleaning schedule and procedures Storeroom Kitchen - walls, floors, working surfaces Equipment - refrigerators, ranges, ovens, garbage fans, other	-Hear a food service supervisor discuss sanitation and housekeeping practices. Discuss -Set up cleaning schedules - daily, weekly, occasional -Show related film -Demonstrate proper cleaning of surfaces and equipment -Practice one or more operations
Selection and use of pesticides	-Make study of pesticides and become familiar with their uses -Study and demonstrate: -Proper cleansing of fresh foods that may have been exposed to sprays, dusts, or rodent poisons -Care of food when pesticides are being used in food preparation areas -Reading labels and determining use of pesticides
Effects of storage on: Nutritive value of food	-Review USDA Bulletins, "Food for Family Fitness" and "A Daily Food Guide" -Compare foods properly and improperly stored
Quality of product Spoilage of food	-Set up guides for selecting quality food products -List factors that influence quality of stored foods, such as temperatures, light, time, moisture. Discuss.
Facilities for food storage Refrigerators and refrigerated storerooms	
Types of refrigerators - walk-in and upright	-Examine equipment catalogs, brochures, filmstrips -Observe types of refrigerators in food establishments
Types of food kept by refrigeration Preparation of food for refrigeration	-Make a list of foods kept in refrigerators -Demonstrate essential preparation of food for refrigerator
Placement of various foods in refrigerator, rotation of food Temperature requirement	-Work out storage plan for specific items of foods -Make field trip to institutional storage place; observe types of food stored and conditions of storage -Discuss temperature range for safe storage.

CONTENT	EXPERIENCES
Length of time for keeping foods by refrigeration Cleaning refrigerator - schedule, method	-Secure charts that give length of safe refrigeration period for different foods. Discuss signs of spoilage or loss of nutritive value, flavor and freshness
Freezers Types of food which can be kept by freezer Selection of containers Placement of food in freezer according to institution plan Temperature requirement	-Make a study of suitable containers for freezing food -Visit to see one institutional plan for use of freezer -Discuss safe temperature for storing different foods -Observe controls
Record of food placed in and removed from freezer Avoidance of refreezing foods	-Prepare food for freezing, including left-overs -Emphasize importance of keeping records
Storeroom Types of foods stored in storeroom - perishables, staples, canned goods Desirable facilities Temperatures and ventilation control Desirable location - proximity to kitchen delivery entrance Length of time for keeping foods in storeroom Arrangement of food Cleaning - schedule and method Record of foods placed in and removed from storeroom	-Discuss foods which should be in storeroom -Classify foods as perishables, canned goods, staples -Present illustrations of adequate storeroom facilities -Arrange foods in storage space -Classify and arrange according to classification and length of time stored -Discuss jobs to be done daily, weekly, and occasionally -Discuss use of records in determining amount to purchase and in taking inventory. Develop forms for this purpose. -Observe storage of foods in freezer and storeroom of institutions and/or school lunch

UNIT IV - CARE AND USE OF EQUIPMENT AND SAFETY REQUIREMENTS

Objectives:

To help trainees develop understanding and ability in the use of appropriate equipment for specific tasks
To learn to work safely, efficiently, and effectively in an institutional type kitchen

CONTENT	EXPERIENCES
Large and small equipment Equipment most appropriate to use for the job Steam equipment - steam jacket, kettle for cooking potatoes, soup, lentils, etc.	-Identify pieces of equipment appropriate for specific jobs -Observe the use of major pieces of equipment used in institutional kitchens and/or school lunch kitchens
Power equipment - potato peeler, mixer for mashing potatoes and mixing cakes, slicer, food cutters, dishwasher	-Demonstrate and practice the use and care of major pieces of equipment used in institutional kitchens
Small equipment - correct knife for job, as slicing knife - slicing cold meats; utility knife - cutting large vegetables; French knife - chopping vegetables and cutting sandwiches; wire whip; cutting boards, etc.	-Demonstrate and use all types of equipment
Measuring equipment - cup, quart, 2 quart, 4 quart, scales	
Cooking utensils Serving equipment	
Adjustment or repair of equipment	-Discuss the importance of making necessary adjustments and keeping the equipment in good repair
Storage of equipment	-Discuss and demonstrate the proper storage of specific pieces of equipment with regard to sanitation, care and safety
Safety - Accident Prevention	
Operating equipment Protection of worker Protection of equipment	-Point out necessary precautions in operating equipment - Use equipment observing precautions for safety

CONTENT	EXPERIENCES
Safety regulations required by local ordinances	-Invite city inspector or other qualified persons to discuss safety regulations required by local ordinances
Common accidents in food service area - burns, scalds, falls, cuts, strains, sprains, splinters	-List common accidents that occur during food preparation and service -Make a list of things to do in case of minor burns, scalds, falls, cuts, etc. -Discuss some causes of accidents - human and mechanical
Causes of accidents Human - illness, carelessness, mental preoccupation, rushing, etc. Mechanical - malfunction or incorrect use of equipment	-Cite cases in which human or mechanical failures have resulted in accidents. Discuss possible prevention -List and discuss safety precautions -Arrange a first aid kit for use in an institutional kitchen
Safety precautions Alertness to hazards - broken glass, damp floor, highly polished floor Avoid plugging in electric equipment when hands are wet Check electric cords and connections	
Correct handling, usage and storage of small equipment	-Review correct handling, usage and storage of small equipment such as sharp knives, choppers, forks, lids, pots with handles and others.
Procedure in case of accident or injury	-Discuss procedures to follow in case of injuries

UNIT V - BASIC SKILLS IN MANAGEMENT OF WORK AND IN PREPARATION AND SERVICE OF FOOD

Objectives

To help trainees acquire and/or develop:
- -the fundamental skills associated with the preparation and service of food
- -the necessary related subject matter pertaining to food preparation
- -safe methods of work performance
- -ability to do pre-planning and maintain orderliness in work
- -an appreciation of accuracy and the use of high standards in preparing and serving food
- -an understanding of the use and care of equipment
- -an appreciation of the importance of sanitation and hygiene in food preparation and service
- -the fundamental skills needed in menu planning

In teaching methods and principles of food preparation and standards for products, it will be necessary to engage the class in observations of all the various foods being prepared in small quantities through use of teacher or teacher-pupil demonstrations. They will need to learn the scientific principles involved in storing, preparing and serving food in large quantities. Observation of food being prepared in large quantities is necessary. This will do much to insure on-the-job success for the trainees. Each class member will need to prepare the various foods in small and large quantities. (The aim is to work for the perfection of a product and for the development of skills.) They will need to have experiences in recognizing and using standards for judging each product. It will be desirable for each trainee to practice at home or outside class, in addition to classwork, and in addition to on-the-job training.

These are the steps which need to be taken in this unit:

1. Demonstration by teacher and/or teacher-trainee
2. Observation by trainee
3. Recognition of cookery principles - scientific, other - work saving, sanitation, safety, storage and handling of foods
4. Individual preparation and service of food - small and large quantities
5. Evaluation - using standards for judging products, work on job, planning, and the like

CONTENT	EXPERIENCES
WORK SIMPLIFICATION	
Work schedule and plans Placement of equipment and supplies	-Observe demonstration by teacher in the organization and preparation of one dish. Example - a vegetable salad -Make a work simplification plan for a particular dish; follow this plan

CONTENT	EXPERIENCES
Time and motion saving methods Organizing for the job to be done Cooking terms and definitions Methods of preparation and reasons Advance preparation Cleaning and putting away supplies and equipment	Discuss important points in organizing for work, work schedules, placement of equipment and supplies, arrangement for effective work, use of time-and-motion saving methods, other Observe in food service centers the preparation and service of foods, sanitary conditions and other factors affecting preparation and service of foods in order to have a better understanding of preparation for the occupation of food service. Discuss the following: -work schedules and the importance of following them -the importance of acceptable food standards -the importance of selecting and using appropriate equipment -the use of large quantity recipes -measurement techniques for quantity cookery including weighing -the importance of using standard recipes -conveyance of food supplies and equipment from storage to work area (use of utility carts) Discuss definitions and cooking terms as needed in preparation of food. Teacher provide work material. Trainees prepare on dish, for example, vegetable salad, using points learned above. Engage in preparing vegetables: -Trim lettuce and store properly in refrigerator -Core a head of lettuce and allow cold water to separate leaves -Use vegetable brushes for cleaning vegetables -Use board for dicing and cutting vegetables -Peel onions under water

CONTENT	EXPERIENCES
	-Pick over and wash parsley, store in covered jar -Use wedges or whole vegetables whenever possible -Drain all salad ingredients, especially canned foods used for salads -Work out a demonstration on ways of using body and hand motions for best results -Discuss importance of cleaning up as one works
Nutrition in Quantity Food Preparation	Review the Basic Four Food Groups
Essentials of an adequate diet Value of food nutrients Food combinations Low calorie and high calorie foods Preserving nutrients in food preparation	Review the basic principles of nutrition and how it is related to food preparation and service Discuss the value of the various food nutrients Become familiar with the role of calories in the diet Discuss ways that nutrients can be preserved in preparation of food
MEASUREMENT OF FOODS AND USE OF RECIPES	
The importance of using tested and approved recipes To be able to follow standard recipes To be able to measure accurately	-Discuss the advantages of using tested and approved recipes -Study reliable, basic recipes; evaluate in terms of proportions, methods, cost, yield -Decide and make any necessary modifications -Substitute an equivalent ingredient in a recipe -Practice measuring and weighing ingredients used in recipes -Check several recipes for clarity, accuracy and usability -Discuss and list the advantages of standard portion servings -View equipment and demonstrations for serving standard portions of food -Study ways of obtaining standard portions in serving food -Portion foods by dish, slice, measure, count -Work out quantity of portions necessary to serve 100 people -List reasons for variations in servings -Observe portions of food served in various public eating places -Begin own recipe file to hold reliable recipes. Discuss filing and caring for recipes

CONTENT	EXPERIENCES
MENU PLANNING	
Basic principles of nutrition in relation to menu planning -Nutritional adequacy	-Review the four basic food groups -Review menu patterns which will include the basic four groups -Practice making menus that will include the basic qualities -Evaluate some typical menus from local restaurants and school lunch menus
Qualities of good menus -Contrast (1) color (2) form (3) texture	
PREPARATION OF SOUPS, SAUCES, AND GRAVIES	
Meat stock and vegetables Stock base Cream soups Clear soups	-Study and discuss the preparation of soups, sauces and gravies -Observe these being prepared -Prepare one of each type. Evaluate each. Repeat, if necessary to obtain standard product
Kinds of sauces -plain -cream or white -tomato -hollandaise	-Suggest corrections for certain undesirable results in preparing and serving soups, sauces, and gravies
Kinds of gravies -natural -thickened -cream	-Consider proper ways of serving soups and of using sauces
Method of preparation of each of above Method of serving, use with appropriate foods Temperature best for serving Seasoning Uses Precautions when preparing	

CONTENT	EXPERIENCES
PREPARATION OF SANDWICHES, INCLUDING FILLINGS Types - Club, Hot, Grilled, Plain, Toasted, Salad, Open Face Sandwiches for special occasions	Observe sandwich demonstration given by teacher -Make sandwiches in small quantity -See sandwich fillings being made, note suitable food combinations, selection of ingredients, seasonings -Observe care in preparation and after preparation - discuss reasons for certain precautions, such as care of mixtures using mayonnaise -Prepare sandwich fillings using safe handling and proper sanitation practices. Make sandwiches. -Discuss and use suitable garnishes for sandwiches -Discuss ways of avoiding waste. Example - using outside leaves of lettuce, all of fresh celery, other -Make time and motion study using both hands in making sandwiches -Find and use other short cuts -Evaluate work in sandwich making according to: taste, appearance, avoidance of waste, use of short cuts in preparation, attractive garnishes, service, other -Observe sandwiches being made in quantity in food establishments
PREPARATION OF QUICK AND YEAST BREADS Biscuits Muffins Corn Bread Griddle cakes and waffles Rolls Loaf Bread Doughnuts Sweet Rolls Use of standard tested recipes Equipment to be used Methods of preparation to be used	-Observe demonstration on the preparation of each type of bread: one at a time. Follow with student experiences in the preparation of each type of bread Steps in demonstration and practice: -make time and work schedule for preparing the bread -study recipe and make small quantity of type -discuss the principles involved -Discuss and demonstrate ways of saving time by efficient organization of equipment and supplies -Demonstrate efficient use and care of equipment -Evaluate product using standards for judging types such as biscuits, muffins, and the like

CONTENT	EXPERIENCES
Standards for judging finished products	-Serve standard portions. Evaluate -Arrange and serve bread attractively. Evaluate. -Serve bread hot, except loaf bread -Observe bread making in large quantity
Use of different types of flours, liquids, fats, and leavening agents	
Management of time and energy	
PREPARATION OF VEGETABLES	
Principles Serving of vegetables in attractive way Storing before preparation Care during preparation	-Discuss the reasons for proper handling, storing, preparing and serving of vegetables. Discuss and observe changes that take place when vegetables are improperly handled, such as over-cooking some vegetables. -Discuss reasons for variations in texture, flavor, color and consistency - such as over-cooking leafy, green vegetables. Point out principles involved. -Discuss handling of vegetables to prevent wilting, chemical changes, and temperature changes that affect quality of food served - example, corn, butter beans, peas, spinach -Discuss the place of vegetables in the balanced diet -Observe demonstration of preparation of vegetables - frozen, fresh, canned, dried. List principles involved in the preparation of each type. -Prepare and cook vegetable using suitable cooking methods. Prepare vegetables to retain maximum food values and explain methods used. -Use weights and measures and follow standard recipes for preparing vegetables. -Evaluate finished products using standard scoring and judging devices. -Serve vegetables using standard portions. -Store vegetables properly before and after cooking.
PREPARATION OF PROTEIN FOODS	
Milk Eggs	-Concentrate on each type of protein food, taking the following steps: -Discuss the care of each type of protein food necessary -Observe storage of the protein food

CONTENT	EXPERIENCES
Preparation of Protein Foods Cheese Meat Poultry Fish Legumes	-Observe meat cutting demonstrations (local grocery store personnel - meat department or other)
Principles of cookery applicable to all protein foods	-Observe cuts of meat and discuss characteristics of each -Observe demonstration and prepare each type of protein food.
Correct temperatures; moist or dry heat for meat cookery.	-List principles involved. Example - "Use dry heat for tender cuts of meat." Why? "Pork must be well done?" Why?
Preparation Meat extenders for reducing cost	-Evaluate results according to standard rating scales. -List and discuss the use of meat extenders. -Become familiar with the use of meat extenders and tenderizers
Leftovers	
Avoiding waste	
Appropriate protein foods to serve at different meals	
Principles of holding and storing before and after cooking	
PREPARATION OF SALADS AND SALAD DRESSINGS Types and uses of salads Types and uses of salad dressings Salad greens Garnishes Principles	-Prepare the following types of salad dressings after observing class demonstration: -French -Boiled -Mayonnaise -Instructor explain and demonstrate application of the principles of salad making -Discuss types of salads with which each dressing may be used. -Trainees prepare the following types of salads using standard recipes: -prepare salad greens (a variety)

CONTENT	EXPERIENCES
	-fruit and vegetables (cooked and fresh) salads -potato, meat, fish and egg salads -gelatin salads -Discuss uses for each type of salad and salad dressing -Refrigerate properly. Serve. Evaluate finished product -Use appropriate garnishes on salads and other foods -Evaluate salads using a suitable scoring device -Suggest corrections for certain undesirable results in prepration; as tough gelatin, leaky salads, separated mayonnaise, wilted salad greens and the like
PREPARATION OF BEVERAGES -Coffee -Cocoa -Tea (hot and iced) -Punch	-Gain understanding through study and discussion of characteristics of products used in making beverages -Read and study information on preparation and serving of beverages. Discuss characteristics of good beverages well served -Observe beverages being made and care of equipment used. -Prepare beverages, noting techniques viewed in demonstration or other observations. -Evaluate work procedure and products, including serving of beverages. -Were rules such as, "Fill cup to ½ inch of top observed"? -Were cups hot before serving beverage? Make a list of other such rules for reference. -Check over work using a rating scale to see if rules were observed. Make necessary improvements, if needed. -Report to class on proper preparation and serving of one or more beverages after completion of laboratory work
PREPARATION OF DESSERTS Pies and pastries (fruit, cream) Puddings Cakes Cookies Fruit desserts Custards	-Discuss preparation and serving of each type dessert, working exclusively on one type of dessert at a time. -Observe each type of dessert being made by instructor especially noting principles involved in preparing each -Make time schedule -Instructor provide trainee with standard recipes

CONTENT	EXPERIENCES
Meringues Frozen desserts Other	-Plan work and prepare each type of dessert. List principles involved in type. Discuss principles involved in each preparation
Principles	-Make use of different kinds of milk that can be used in making desserts - (fresh, whole, powdered and canned) -Use and care for equipment properly -Evaluate product using standard rating devices
Standards for judging products	-Make time and motion study -Make substitutions in several recipes. Report results -Evaluate products for quality -Discuss the causes of failures or poor quality foods, such as crumbly cakes or cakes that fall apart, "grainy" frostings, thin pie fillings, rough, coarse grain in cakes, heavy cakes -Suggest corrections and remake products if needed Re-evaluate -Discuss and observe proper service and storage of desserts after preparation
QUALITY FOOD SERVICE	-Observe demonstration by teacher of attractively and unattractively served plates
Standard portions (Portion control) Appearance of plate (merchandising) -neatness -color -texture -food combinations -appropriate dishes for food to be served Temperature of food Management in serving of foods	-Study and discuss factors affecting appearance of served plates -Formulate some guidelines for the serving of plates -Observe methods used in food service establishments for portioning food. Find out other practices in assuring standard size portions. -Practice using different types of small equipment used in serving standard portions -Discuss need for serving foods at proper temperatures; ways of maintaining proper temperatures; and effects of incorrect temperatures. -Utilize established principles in serving foods -Observe employees as they serve foods. Consider practices which contribute to speed and efficiency, such as assembling needed items before beginning, using both hands when practicable, making every motion count, keeping bottoms and edges of plates; and counter space, clean, using suitable tools and equipment, and the like.

UNIT VIT - WAITRESS TRAINING

Objective:

To help trainees acquire and/or develop:

-the responsibilities and skills needed to become a good waitress

CONTENT	EXPERIENCES
Type of Table Service	-Study and review preferences on table service -Discuss the pros and cons of the different types of table service
Techniques of Correct Table Service	-Demonstrate the correct procedure for serving -Practice the order of service in waiting on a customer
Courtesies Extended to Customers	-Visit a variety of restaurants for types of service -Evaluate the above field trips in terms of good and poor techniques
Grooming and Personal Cleanliness	-Plan opportunities to practice good table service -Discuss and illustrate the courtesies that may be extended to customers -Discuss and demonstrate sanitary practices needed in serving food and handling silver, glassware and china -Discuss and illustrate the importance of good grooming and cleanliness

Note: Other units that may need to be included for training in specific jobs are:

Record Keeping, Food Purchasing and Cost Control

TEACHING THE COURSE

It is essential that the over-all purpose of this course - preparation for employment - determine the selection of activities and experiences for the class. Pupils and teachers may have been accustomed to homemaking classes in which the purpose was to prepare for the vocation of homemaking. In this course, success is measured by the extent to which all enrollees complete the course, secure employment, and succeed on the job.

Planning the Learning Experiences

The objectives of a training program are achieved by learning experiences designed to help the trainees develop those behaviors and abilities designated in the objectives. Each experience should serve a definite function and should not be introduced because it is traditional or "modern" or because it is satisfying to the teacher.

A good teacher constantly reminds herself that "covering" the topic outlined for a course does not automatically result in learning. She knows that effective learning experiences should be planned by visualizing what the trainee must be able to do on this job. The job analysis will be an important guide, because the class experiences must be realistic and based on work situations for which the training is being given. Each trainee needs opportunity to apply her understandings and abilities to the different kinds of problems she may face.

A variety of learning experiences will be needed to develop the kinds of abilities required in the job of food service worker. Creativity is a key in providing learning experiences for a particular group. The successful teacher will see new ways to select, adapt, and revise experiences to fit the unique characteristics of the group and fulfill the requirements on the job.

These are some types of planned experiences to be considered:

A. Experiences that will add to and enrich the background of trainees:

Bringing employers to class to give information on the nature of the job

Inviting persons from special fields such as mental health, geriatrics, nutrition or dietetics, child development, medicine, public health, food industries and institutions and housing to extend basic knowledge and answer questions.

Providing resource material appropriate to age and reading ability.

Using movies, film strips, charts, tape recordings, or other audiovisual materials to present specific information (it will be necessary for teachers to preview films, film strips, and tapes for appropriateness of and familiarization with the content).

Using standard recipes.

B. Experiences which help develop insight and desirable attitudes:

Talking with prospective cooperating employers who will provide opportunities for work and/or observation experiences

Comparing methods of doing a task by making simple time and motion studies.

Reacting to situations illustrated in movies, cartoons, or by other means.

Making planned trips to representative places of employment.

C. Experiences in analyzing work situations and solving problems:

Considering a specific employment problem or work situation. The situation presented must be realistic. (If actual cases are studied, anonymity should be maintained). The teacher should ask questions which lead trainees to recognize the problem to decide what additional information may be needed, and to suggest and evaluate solutions.

Developing step-by-step work schedules for some aspects of the job.

Working out typical problems in a laboratory situation.

D. Experiences to develop specific skills and abilities:

Watching demonstration of a technique given by the teacher or resource person with follow-up practice in the class, laboratory, or in a situation provided by business or institution.

Observing specific activities in places of business where food is prepared for consumption.

Engaging in work experiences in places of business or institutions provided by cooperating persons or firms.

Experimenting with different arrangement or placement of equipment and supplies, or different techniques for completing a job.

Acting out situations such as interviewing a prospective employer, repeating directions given, or getting help from a supervisor.

E. Some teaching methods which help trainees draw conclusions and summarize important ideas:

The teacher ---

Prepares and distributes work sheets containing necessary information and directions. Use at beginning of lessions and again as a guide for the summary.

Uses acceptable techniques for giving demonstrations of food preparation, service, management practices.

Prepares and uses scoring devices for judging quality of products.

Helps students to devise and use self-eveluation rating scales.

Conducts circle discussion - e.g., each trainee describe one observation made on a field trip or in a film that would be useful to an employee.

Conducts buzz groups - e.g., small groups of trainees apply a principle to a new situation.

Arranges summarizing panel - 2 to 5 members of the class review important ideas presented in a class session.

F. Other Teaching Suggestions:

Provide trainee experiences in:

Safety practices on the job - use work sheets, posters, observation and demonstration charts.

Use and care of equipment - economy, safety, efficiency. Demonstrate use and care of equipment as equipment is needed for use in preparation of foods.

Proper storage procedures - give demonstration, use observation, and charts.

Nutrition - retention of maximum food values. Bring to attention of group as each food is prepared.

Sanitation - demonstrate proper procedures, prepare list of good sanitary practices to be followed by trainees, use self-evaluation rating scales to see if practices are being used.

Planning for observation experiences of trainees

The home economics teacher will contact prospective business concerns that may offer suitable opportunities for observation.

The teacher observes in the situation before completing arrangements. She makes necessary arrangements with the business concern for observation, including time for observation, number of students, work centers to be observed. It may be desirable to have employee participate in some cases.

The teacher will plan with the trainees for making their observation. The teacher and trainees may provide guidelines for making observations. After observation is completed, group will evaluate their observations.

Arranging for On-the-Job Training for Trainees

The home economics teacher contacts interested businesses, institutions and community groups to explain the on-the-job training program and to stimulate interest for securing community support.

She selects suitable places of business for the placement of trainees.

She and the employer have specific understandings regarding: hourly wages, hours of work, specific training required, and type and amount of supervision by both the teacher and employer.

A cooperative plan is made between the teacher and the employer concerning the on-the-job training needed by the trainees. It is desirable that this be a written plan and agreed to by both the school and the employer.

Planning the Lesson

Although teachers differ in their ways of organizing and coordinating important parts of presentations, they agree that the purpose of a lesson is effective and meaningful classroom instruction.

Written plans may be very brief, but the good teacher will know before the class starts:

1. The goals or objectives of the lesson - the kind of learning desired
2. The outline and suggested time schedule for the lesson, including -

   an interest approach - a way to introduce the lesson, to capture the interest of the trainees and to direct their attention to the lesson's goals or objectives

   activities which will involve the trainees in discovering new facts and principles, solving realistic problems, or practicing skills

   A way to summarize the lesson - to help trainees arrive at some valid conclusion and/or to evaluate the extent to which lesson goals have been achieved.

   assignments of additional study or practice
3. The subject matter content - the facts and principles or main ideas to be brought out in the lesson.
4. The teaching materials and references to be used.

CRITERIA FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT

The use of various evaluative devices is necessary for the teacher and the trainee to accumulate objective information about the growth of the trainee. The following competencies should be developed or strengthened during the training program:

A. Personal qualities
   - Dependability
   - Courtesy, friendliness, and tact in dealing with supervisors, co-workers, and people being served
   - Acceptable appearance - good grooming cleanliness, and neatness in dress
   - Good personal habits - promptness, cleanliness, honesty and neatness
   - Understanding of own role and that of others
   - Physical stamina
   - Manual dexterity

B. Activities showing knowledge, understanding and skills
   - Works effectively under supervision - understands and conforms to institution's requirements; understands and carries out instructions or directions given by supervisors
   - Demonstrates knowledge of basic food preparation techniques
   - Demonstrates ability to prepare foods properly and to serve them attractively
   - Demonstrates understanding of safety in work areas - basic precautions and procedure in case of accidents
   - Demonstrates care and use of equipment - refrigerators, stoves, storage spaces, serving areas, utensils
   - Demonstrates acceptable methods or techniques for care and storage of food - refrigeration, room storage
   - Demonstrates understanding of methods and materials for keeping work and storage spaces clean and sanitary
   - Understands importance of personal hygiene and sanitation in handling foods - preparation, cooking, storing, and serving. Practices evidence this understanding.

EVALUATING ACHIEVEMENT

Major functions of evaluation in a program designed to prepare individuals for wage earning:

1. Determining needs of trainees as one basis of setting up specific goals for the course
2. Measuring the extent to which trainees achieve the goals and objectives
3. Determining the extent to which all trainees obtain employment and function successfully on the job.

Evaluation made for these purposes also will give the teacher a basis for developing learning experiences, modifying course plans, and selecting appropriate references and teaching materials. The needs, backgrounds, and abilities of potential trainees can be assessed by teachers in informal interviews with each student and through consultation with high school counselors.

An integral part of planning a course is selecting some means for checking the progress of each trainee. The desired understanding, attitudes, and abilities are described in the objectives. Course plans must include:

1. Ways of observing each trainee's progress toward achieving objectives

2. Methods of recording observations so progress may be assessed

A teacher can assess the trainee's program from his or her participation in class and through individual conference. An "anecotal record", which is a factual report of what the trainee says or does, needs to be written at frequent intervals. Trainees may also be aided in using self-evaluation devices during the course.

A rating scale may be used to indicate the level or quality of trainee accomplishment. Three levels are commonly used, such as "very good", "acceptable", "not acceptable." (An experienced teacher may use one with 5 to 7 levels, but those used by trainees should be less complex.) The accomplishments being evaluated should be stated specifically and the meaning of the difference levels on the scale should be indicated clearly so that all persons using the scale have a common understanding of the meaning of each rating. A check-off type of list can be used by both teacher and trainee to record completion of learning activity or achievement of some measurable skill. Rating scales, sometimes called "score cards", may also be developed to rate a completed task.

Evidence of trainee accomplishments should be compiled throughout the training course. Since observations are more valid if made in realistic situations, much of the evaluation will usually take place in laboratory and practice sessions, and during on-the-job training in food preparation and service centers.

PLACEMENT OF TRAINEES UPON COMPLETION OF COURSE

It is essential that the teacher maintain close communication with possible employers and with the employment service throughout the progress of the course. These contacts will make smooth the needed arrangements for on-the-job training and actual employment.

Although the school cannot guarantee placement of students upon completion of the course, the teacher will wish to be the contact person, serving both trainee and possible employers. In many schools, the guidance department and/or the coordinator of work training programs may assist the teacher in her efforts to help the trainees secure satisfactory employment.

FOLLOW-UP

Planned follow-up of trainees after they are employed in regular jobs is a definite responsibility of the school and, usually, of the teacher of the food services course.

Follow-up is important in discharging obligation to the trainee, in assuring the employer of a well trained worker, and as a means of improving course content and experience.

It is recommended that a permanent, running record on each trainee be maintained in the school for a period of five years. This record will serve as an aid in continuous evaluation of the program in the school, as related to placement and retention of workers in jobs.

SECURING INFORMATION ON EMPLOYMENT OPPORTUNITIES

Information on opportunities for employment should be secured in order to determine the needed training in initiating and developing a successful wage-earning program. Information concerning opportunities for employment should be collected and analyzed from all available sources so that a more effective plan may be organized. The following sources with their informative contributions are suggested for securing materials.

1. Bureau of Census - progressive or recessive trends within various occupations and specializations
2. State Employment Service - supply and demand of workers, hourly wages, job descriptions; guidance and testing service
3. Chamber of Commerce - community employment, methods of securing information
4. Private employment agencies - employers' stated listing for employees in the various occupations
5. Local industries and specific occupational sources - community opportunities; job openings, qualifications, responsibilities, wages, benefits, and opportunities.

The foregoing include some of the resources available for reviewing the occupational situation; surveying techniques available to the educator would be questionnaires and interviews. Some prerequisites of a successful survey, either questionnaire or interviews were as follows:

1. Clearly stated objectives
2. Delimited problem area
3. Budget proportionate to expenses
4. Adequately trained personnel
5. Community cooperation and effective public relations
6. Sufficient time
7. Accurate and complete data
8. Practical application of findings

GUIDES FOR MAKING A SURVEY

The following steps will serve as a check for the survey planner. They may be modified to suit local situations.

_____1. Determine the need, feasibility and chief purposes of an occupational survey of the community.
_____2. Obtain as sponsors one or more significant community agencies.
_____3. Organize an advisory committee which is representative of the community and outside agencies concerned.
_____4. Prepare a budget of estimated expenditures and arrange for financial support.
_____5. Appoint a qualified person to serve as survey director and provide him with necessary facilities, clerical help.
_____6. Appoint the necessary sub-committees and assign their duties. The following are typical of the duties of such committees for surveying.

- _____a. Conduct preliminary research on occupational data already available and survey methods and reports of other communities.
- _____b. Plan and carry on a continuous public relations campaign during the survey.
- _____c. Determine the scope and method of the survey - the geographic areas; the age, sex, race, and occupational groups to be covered; the extent and nature of the data to be obtained, and the method of securing the data.
- _____d. Develop the necessary forms - letter, instruction sheets, questionnaires, maps, tabulation forms, etc., and try them out.
- _____e. Select and train the interviewers thoroughly.

_____7. Hold a final meeting of sponsors and workers to afford an opportunity for discussing plans, giving last-minute instructions, asking questions, coordinating publicity, etc.
_____8. Begin the actual survey and complete the assignments as quickly as possible.
_____9. Check the returned questionnaires and arrange the early follow-up of incomplete or missing reports.
____10. Tabulate the data after editing and coding the returns.
____11. Study the findings; prepare and present the final report and recommendations to the community.
____12. Develop a planned program for carrying out the recommendations by the community agencies and others involved.
____13. Review and keep a permanent record of the activities connected with the planning and conducting of the survey.
____14. Provide for supplementary surveys if such are needed to secure information of a more specialized nature.
____15. Consider means of bringing the survey information up-to-date periodically.

A SURVEY LETTER

Dear Mr. Employer:

A wage-earning program for high school students will soon be started in the area. The aim will be to train and prepare youth for jobs in which they could reasonably expect to find employment in our community and the surrounding area.

In planning the expanded vocational classes (in addition to those now offered), only you, as an employer, can be consulted with confidence to assure that the time, money and effort going into this program is expended in the right direction. Basically, we need your estimates and opinions on two short questions:

1. Provided that high school level vocational training were available, what occupations within your firm would benefit by such training?

   _____ _____

   _____ _____

2. If youth trained in the above occupations were available (between the ages of 16 and 19), how many in each occupation do you anticipate that you would hire within the next year due to normal turnover, expansion, etc.?

Occupation	Number	Sex
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(please use the reverse side for additional occupations and comments)

It is not necessary to sign this form since no commitment is involved. Simply complete the questions with your most accurate estimates, and return this letter in the enclosed self-addressed envelope.

Sincerely,

_____
(Home Economics Teacher)

_____
(High School)

_____
(School Address)

[2]Adapted from a form of the Illinois State Employment Service, Murphysboro Office, Murphysboro, Illinois.

SUGGESTED PROCEDURE FOR FOLLOW-UP

A complete follow-up questionnaire has been developed for the employed post-trainee. The form and a suggested letter to introduce the study to a former student follow.

LETTER

Home Economics Department
_____ High School

Former Student of Wage Earning Class:

The _____ High School is undertaking a follow-up study of all recent graduates of the wage-earning program. Would you, as a former student of this program, help us to obtain a clear picture of what happens to our graduates. This information is needed from former students to help us plan an improved program.

Enclosed is a questionnaire which we hope you will be kind enough to fill out and return to us. If you desire that any of your answers remain confidential, please advise us, specifically.

Any information which you may send us will be greatly appreciated.

Sincerely,

Home Economics Teacher

FOLLOW-UP
QUESTIONNAIRE

Name: _____

Job: _____

Employer: _____

Address of Employer: _____

Name of High School Wage-Earning Course Taken: _____

Date of Completion: _____

How do you feel about your job? Please check:

_____ Do you like it?

_____ Do not like it?

_____ Feel indifferent?

What does your job involve? _____

What do you like best about your job? _____

What do you like least about your job? _____

How did you get your present job? _____

_____ By Application

_____ Through Employment Agency

_____ By interview

_____ By examination

_____ Other method, explain

Follow-Up Questionnaire (Continued)

What were your yearly earnings (before deductions)? _____

Are you paid by the hour? _____ yes _____ no If yes, what is the hourly rate? _____

Do you feel that your training in high school helped you in securing your job? _____ yes _____ no

Do you feel that your training was a good investment? _____ yes _____ no

Definitely: _____

What problems have you encountered in your job that your training did not help you solve? _____

_____

_____

What problems have you encountered in your job that your training helped you solve? _____

_____

_____

What suggestions would you make for improving the training program to meet the requirements of the job? _____

_____

_____

_____

CONSIDERING JOB PLACEMENT, EVALUATION AND FOLLOW-UP

Job Placement

It is important that a student be placed in a job situation where he can best use his abilities and his training, as well as progress in the job. Many schools try to place students in suitable positions upon graduation from a training program. Additional help in job placement might be provided by teachers, guidance counselors and cooperating businessmen in the area or community.

Evaluation

Evaluation can give the teacher a basis for developing learning experiences, modifying course plans and selecting appropriate references and teaching materials. Some of the major teacher-directed objectives for evaluation in a program designed to prepare individuals for wage-earning are: to select trainees by assessing the basic abilities of persons desiring to enroll in the training program, to determine needs and backgrounds of the trainees as one basis for setting up specific goals for the course and to measure the extent to which trainees achieve the goals.

Some of the means of evaluating, which might be effective, include:

1. Teacher opinion through informal interviews emphasizing personal judgement
2. Student appraisal - using rating scales or similar devices to indicate the level or quality of accomplishments.
3. Written evaluation instruments - administered to students or from vocational counselor files
4. Pre-test and retest - as one or two objective methods of comparing before and after understanding
5. Daily progress charts - picturing the nature of the work and job procedures to show the teacher and administrators the training deficiencies.

Some of the basic steps in evaluation include:

1. Formulating a concise statement of objectives
2. Making use of student self-evaluation
3. Comparing before and after performance, perhaps with a pre-test and retest
4. Reading on research and statistics and applying the information learned

Follow-Up

If evaluation is to be meaningful toward the improvement of the program, a follow-up study is essential. It is here that the students might be able to help point out short-comings in the program. Supervisors might be another source of information. A teacher should make every effort to follow-up the student during the first few months after graduation, to assist him in adapting to the work requirements and in problems relating to the job. It is also hoped that this information learned on follow-up visits would be applied to the planning of more effective programs in the future.

BIBLIOGRAPHY

References:

American Dietetic Association: A Guide to the Selection and Training of Food Service Employees - Burgess Publishing Company, 426 South 6th St., Minneapolis, Minn 55415

Choosing Your Occupation, 15¢ Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.

Future Jobs for High School Girls, Woman's Bureau Pamphlet 7-1959, U. S. Department of Labor, Woman's Bureau Washington, D.C.

Job Guide for Young Homemakers, U. S. Department of Labor, Woman's Bureau, Washington, D.C.

Vocational Guidance Manual for the Food Service Industry, National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois

Directory - National Council on Hotel and Restaurant Education, 1336 Wyatt Building, 777-14th Street, N.W. Washington, D.C.

Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.
- Establishing and Operating a Restaurant 70¢
- The Outlook for Women as Food-Service Managers and Supervisors 20¢
- Training Restaurant Sales Personnel 75¢
- Training for Quantity Food Preparation 20¢
- Food Buying Guide for Type a Lunches $1.25
- Quantity Recipes for Type A Lunch

Chronicle Occupational Briefs - Waiter, Waitress, Chronicle Guidance Service, Moravia, New York, Student Price 25¢

A Guide to Job Description in the Indiana Restaurant Industry, Indiana Restaurant Association, 2120 N. Meridian Street Indianapolis 2, Indiana

A Guide to Job Descriptions in the Texas Restaurant Industry, Texas Restaurant Association, 1012 Brown Building, Austin, Texas

National Restaurant Association, Chicago
- Guide Lines for Developing Training Programs in Schools
- Quantity Food Preparation - A Curriculum Guide

Handbook of Food Preparation, Published by the American Home Economics Assoc., 1600-20th St., N.W., Washington, D.C.

References Con't.

Occupational Briefs on America's Major Job Fields, Science Research Associates, 259 East Erie Street, Chicago, Illinois 35¢ each
Bakers - No. 21
Busboys - No. 192
Butchers - No. 192
Confectionery Industry Workers - No. 171
Cooks and Chefs - No. 115
Dietitians - No. 71
Executive Housekeepers - No. 326
Food Technologists - No. 215
Frozen Food Industry Worker - No. 123
Home Economist - No. 6
Restaurant Managers - No. 350
Waiters and Waitresses - No. 267

U. S. Department of Labor, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.
How to Get and Hold the Right Job
Some Facts for Young Workers about Work Labor Laws
Occupational Outlook Handbook

U. S. Department of Health, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.
Food Service Industry: Training Programs and Facilities
Management Problems of Homemakers Employed Outside the Home

Craig, Hazel Thompson, Thresholds to Adult Living, Peoria, Illinois: Charles A. Bennett Co., 1962

Cronan, Marion L., The School Lunch, Peoria, Illinois: Charles A. Bennett Co., 1962

Parodis, Adrian A., From High School to a Job, New York: David McKay Company, Inc.

Whyte, William F., Human Relations in the Restaurant Industry, First Edition, New York: McGraw-Hill, 1948

Fait, Health and Fitness for Modern Living, Boston: Allyn & Bacon, 1961

Gallagher, Others, Health for Life, Boston: Ginn, 1961

Keiffer, McCall's Guide to Tenn Age Beauty and Glamour, Englewood Cliffs, New Jersey: Prentice-Hall, 1959

Pollock, Sheridan, Hunter and Dale, The Art of Communication, New York: Macmillan, (High School English test - for use in writing letters of application)

References Con't.

Rathborn, Bacon, Keene, Health in Your Daily Living, New York: Houghton, 1958

Whitcomb, Lang, Charm - The Career Girl's Guide, New York: McGraw-Hill, 1964

American Fruit Growers, Inc., The Blue Goose Buying Guide for Fresh Fruits and Vegetables - Advertising Dept. 122 E. 7th St., Los Angeles, California 90014

Aptkar, Sidney, Quantity Cookery - Soup, Salads, and Sandwiches, University of State of New York, State Department Of Education

Berg, Ana and Rhode, Edith, Open Sandwiches and Cold Lunches, New York: Ahrens Publishing Co., Inc.

Betty Crocker, Betty Crocker's New Picture Cook Book, New York: McGraw-Hill, 1961

Breland, J. H., Chef's Guide to Quantity Cookery, Boston: Ginn

Brodner, Joseph, Maschall, H. T. and Carlson, Howard M., Editors, Profitable Food and Beverage Operation, New York Ahrens Publishing Co., Inc.

Dahl, J. O., Menu Making for Professionals, Stamford, Conn.: Dahl Publishing Co.

Dahl, J. O. & Breland, H. H., Food Standards Handbook for Quantity Cookery - Gold Book - 109 - Stamford, Conn.: Dahl Publishing Co.

Den Doover, Camille K., Hotel and Restaurant Dessert Book, Boston: Ginn

Dukas, Peter and Lundberg, Donald E., How to Operate a Restaurant, New York: Ahrens Publishing Co., Inc., 1960

Escoffier, A., The Escoffier Cookbook, New York: Crown Publishing Co.

Fitch, Natalie K. and Francis, Charlotte A., Foods and Principles of Cookery, Englewood Cliffs, New Jersey: Prentice-Hall Publishing Co.

Good Housekeeping, Cake Decorating, New York: M. Barrows and Co., Inc. 1961

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias - American Technical Society -- Chicago, Illinois 60637

Hoke, Ann, Restaurant Menu Planning, New York: Harper Bros.

References Con't.

Kotschevar, Lendal - Standard Principles and Techniques in Quantity Food Production

McDermott, Trilling, Food for Better Living, New York: J. B. Lippincott, 1960

McLean, Meal Planning and Services (Rev.), Peoria, Illinois: Charles A. Bennett Co., 1964

McLean, The Complete Meat Cook Book, Peoria, Illinois: Charles A. Bennett Co., 1953

Pollard, Experiences with Foods (Rev.), Boston: Ginn, 1961

Paper Cup and Container Institute, Inc. - Serving Successful Snacks and Meals - 270 Park Ave., New York, N.Y. 10017

Radell, N.H., Accounting and Food Control, New York: Crafts Publishing Co.

University of Illinois: Putting Work Simplification to Work, Bulletin Business Management Service, Champaign, Ill.

Shapiro, Wide World Cook Book, Boston: Little Brown and Co., 1962

Sherman, Lanford, Essentials of Nutrition, New York: Macmillian, 1957

Summers, John C., Science and Practices of Bread and Roll Manufacture, Okmalgu, Oklahoma: Oklahoma School of Baking

Summers, John C., Science and Practice of Cake, Pie, Cookie, Pastry, and Variety Breads and Rolls Productions, Okmalgu, Oklahoma: Oklahoma School of Baking

Sweetman, Marion, Food Selection and Preparation, New York: Wiley and Sons

Buying Beef, Armour and Company, Chicago 5, Illinois

National Livestock and Meat Board, Chicago, Illinois
Ten Lessons on Meat for Use in Schools
Meat and Meat Cookery: Meat Manual
Cooking Meat in Quantity
Meat Carving Made Easy

Golden Treasury of Cookery - Poultry and Eggs, National Poultry Board, Chicago, Illinois

Modern Sandwich Methods, American Institute of Baking, Chicago, Illinois

References Con't.

Sandwich Meals Are Profitable, Technical Bulletin 122, National Restaurant Association, Chicago, Illinois

Skill Counts at the Sandwich Counter, Wheat-Flour Institute, Chicago, Illinois

Use of Frozen Foods by Restaurants, Marketing Research Report No. 144, U. S. Department of Agriculture, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.

Pamphlets

Sanitation of Food Service Establishments, A guide for on-the-job training of personnel prepared by the Staff of Nutrition Service, Iowa State Department of Health in cooperation with Iowa State Board of Control - Des Moines - Polk County Health Department

University of Illinois: Putting Work Simplification to Work - Business Management Service, Champaign, Ill.

What a Food Service Employee Should Know About Bacteria, Pape's Cafe, 805 St Charles St., St. Louis, Mo. 63101

Rules and Regulations of the Board of Health, Governing Restaurants - get from State Health Department, Richmond, Va.

Films

"Career Opportunities in the Restaurant Industry", Color filmstrip prepared by H. J. Heinz Co., Distributed by National Restaurant Association, 1530 North Lake Shore Drive, Chicago 10, Illinois

NEM Professional Food Preparation and Service Motion Picture Training Program - 26 full-color films, purchase price $110.00 - also available for rental - National Education Media, 3518 W. Cahuenga Blvd., Hollywood, California 90028

"Controlling Cost with Portion Cuts", Swift and Company, Chicago

"101 Meat Cuts", National Livestock and Meat Board, Union Stockyards, Chicago 5, Illinois

"Something You Didn't Eat", U. S. Department of Agriculture, Washington, D.C.

"At Your Service - Grooming for Women", Bristol-Myers Co., 45 Rockefellar Plaza, New York

Films Con't.

"Body Care and Grooming", McGraw-Hill Productions, 330 West 42nd Street, New York

"Tricks of the Trade - Grooming for Men", Bristol-Myers Co., 45 Rockefellar Plaza, New York

Three films on sanitation: $27.50

"Protecting the Public"
(1) The Personal Side
(2) Food Protection
(3) Establishment and Equipment

- National Restaurant Association
1530 N. Lakeshore Drive
Chicago, Illinois 60610

"Change on the Table" - Waitress, Readers Digest Association, Pleasantville, N.Y. -- $10.00

Magazines

Institutions A magazine of Mas Feeding and Mass Housing, Published monthly by Domestic Engineering, 1801 Prairie Ave. Chicago, Illinois 60605

Volume Feeding Management - Conover - Nast Publications, Inc., 205 E. 42nd St., New York, N.Y. 10017

School Lunch Journal - American School Food Service Association, 4101 E. Iliff, Denver, Colorado 80222

Charts

Beef Charts, (Available from most packing companies)

Beef, Veal, Lamb, Mutton andPork Charts, National Livestock and Meat Board, Union Stockyards, Chicago 5

Egg Cookery, Consumer Service Department Standard Brands, Inc., 595 Madison Avenue, New York 22

Nutrition Charts, Bureau of Human Nutrition and Home Economics, U. S. Dept. of Agriculture, Washington 25, D.C.

One Hundred Tempting Foods for a Good Breakfast, Cereal Institute, Inc., 136 S. LaSalle Street, Chicago 3

Safety Posters, National Safety Council, 425 North Michigan Avenue, Chicago

Vegetable Cookery, Standard Brands, Inc., Consumer Service Department, 595 Madison Avenue, New York 22

Revised, February 1970